



Grade 3

Student

Reading Portfolio

Implementation Guide

2016–17



Public Schools of North Carolina
State Board of Education | Department of Public Instruction
K–3 Literacy

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Introduction

General Statute §115C-83.1G states that the State Board of Education (SBE) “shall require that a student be retained in the third grade if the student fails to demonstrate reading proficiency appropriate for a third-grade student as demonstrated on a state-approved standardized test of reading comprehension administered to third-grade students.” The Grade 3 Student Reading Portfolio is an **OPTIONAL** opportunity for students to show proficiency in third-grade reading comprehension and to be promoted to grade 4 for the subsequent school year.

The Grade 3 Student Reading Portfolio is **NOT** mandated for students by the North Carolina Department of Public Instruction (NCDPI) or by the Read to Achieve law. The portfolio was developed as part of an ongoing effort to certify student mastery of the North Carolina *Standard Course of Study* (NCSCS) in reading that is assessed on the North Carolina End-of-Grade (EOG) English Language Arts/Reading Assessment. The NCDPI established the portfolio’s contents in an effort to ensure that the evidence of proficiency in the standards is equitable across all schools and uniform throughout the state.

Schools and districts should consider a portfolio opportunity for any student in grade 3 who is taught the NCSCS and is having difficulties in reading as determined by a comprehensive, balanced assessment system including formative, benchmark, and summative assessments; observations; historical data; and classroom performance. The portfolio provides documented evidence of the use of formative assessments along with goal setting and intervention strategies. Struggling readers build their portfolios over time. The portfolio passages should be introduced when the classroom teacher determines that the student’s developmental reading level is appropriate for the understanding and application of grade-level standards.

The portfolio contents consist of two basic components that are integral elements of the Read to Achieve law. The first component is hard-copy evidence comprised of the student summary pages of benchmarking and progress monitoring results from the mClass Reading 3D assessment system. The second component consists of the administration of reading passages and accompanying questions based on third-grade reading standards. These passages are selected from an approved set of secure passages provided to each local education agency (LEA) by the NCDPI and are administered by the classroom teacher. The results and completed evidence of these portfolios may be used to demonstrate reading proficiency and to justify a good cause exemption allowing promotion to fourth grade (see the list of good cause exemptions in Appendix A).

The Read to Achieve Law

Following the directives from the Read to Achieve law, a third-grade student may be promoted to grade 4 if the student demonstrates reading proficiency through one of the following options:

- The student scores Achievement Level 3 or higher on the Beginning-of-Grade 3 (BOG3) English Language Arts (ELA)/Reading Test.
- The student scores Achievement Level 3 or higher on the regular administration (i.e., first administration) of the North Carolina Grade 3 EOG English Language Arts (ELA)/Reading Assessment.

- The student scores Achievement Level 3 or higher on the retest of the North Carolina Grade 3 EOG ELA/Reading Assessment.
- The student takes and passes the locally determined alternative assessment. The local alternative assessment and proficient achievement level must be approved by the SBE (SBE policy GCS-J-003).
- The student takes and passes the Read to Achieve alternative assessment administered at the end of the third-grade year (after the initial administration of the EOG and/or the EOG retest).
- The student successfully completes a Grade 3 Student Reading Portfolio.
- The student qualifies for a good cause exemption (see the list of good cause exemptions in Appendix A).
- The student takes and passes either the Read to Achieve alternative assessment or local alternative assessment approved by the SBE on a designated day at the end of reading camp.
- The student placed in a 3/4 transitional or grade 4 accelerated class is given an opportunity for midyear promotion (before the November 1 deadline) by passing the third-grade Read to Achieve alternative assessment or passing a local alternative assessment approved by the SBE or completing a Grade 3 Student Reading Portfolio.
- After the November 1 deadline, the student completes a reading portfolio or passes a local alternative assessment by the end of the year.

In rare cases, students who are granted a medical exception because they are deemed medically fragile owing to a significant medical emergency and/or condition may be unable to participate in the options used to satisfy the requirements of the Read to Achieve law. If the Division of Accountability Services/North Carolina Testing Program grants a student a medical exception for the regular (i.e., first) administration of the EOG, it becomes the local board's decision as to how the student will progress through the Read to Achieve law. (The principal or school test coordinator must contact the school system test coordinator for procedures on how to request a medical exception. All medical exceptions must be approved by the Division of Accountability Services/North Carolina Testing Program.)

State Guidelines for the Grade 3 Student Reading Portfolio

For the portfolio to be considered complete, it must contain the following components approved by the North Carolina SBE:

Component 1: Evidence of Benchmarking and Progress Monitoring in mClass Reading 3D

- Component 1 consists of evidence of all benchmarking and progress-monitoring results from the mClass Reading 3D formative diagnostic assessment system for those students being taught the NCSCS and being assessed with this system. Progress-monitoring assessment intervals should follow the state-recommended guidelines for the Reading 3D assessment system. The state recommends that teachers use multiple sources of data and comprehensive balanced assessments to make decisions about instruction for individual students and core classes. Reading 3D data are included in the portfolio because it is a

requirement for all students under the Read to Achieve law, but this system should not be used as the sole source for decisions made on instruction.

Component 2: Evidence of Proficiency on Completed Portfolio Passages

- Component 2 consists of evidence of proficiency in each of the twelve standards. For each benchmark, students must have three selections that, when combined, equal an average score of 70 percent or higher. A student’s portfolio must include all passages attempted. Section 2 of G.S. §115C-83.3(8) states that “a single piece of evidence may show mastery of up to two standards.” The Grade 3 Student Reading Portfolio includes a limited number of selections that may be combined to show mastery of two standards. The titles of these selections are listed on the *Student Score Summary Sheets* found in the Grade 3 Student Reading Portfolio.

The portfolio measures the Grade 3 NCSCS Reading Standards. It consists of a series of passages (based on third-grade reading standards) with accompanying questions in a multiple-choice format.

The purpose of the portfolio is to gather information on a student’s reading proficiency **over a period of time**; therefore, the student must complete passages at various times throughout the year rather than within a particular assessment window. The evidence must be obtained through a **cold read**; that is, the first time a student sees a passage, he/she must read the passage and respond to the accompanying questions **without any assistance from an adult or other student**. See Appendix B for a complete list of the student portfolio components; see Appendix C for the reading standards.

Note: Local alternative portfolios and review processes used by the local school administrative units must be approved by the SBE (G.S. §115C-83.7[b][4]). LEAs and charters may submit local options for alternative portfolios to the Portfolio Advisory Committee (PAC) for review. The PAC is made up of representatives from each region of the state and will make recommendations to the SBE for approval of the local options.

Schedule of Activities for the Grade 3 Student Reading Portfolio

Date	Activity	Notes
BOG3 ELA/Reading Test administration beginning on the 11th day of the school year and continuing through the 15th day	Test administrators administer the BOG3 to all eligible students.	The BOG3 ELA/Reading Test establishes a baseline measure of beginning third-grade students’ English language arts/reading skills. Students who score Achievement Level 3 or higher demonstrate reading proficiency appropriate for third-grade students and satisfy the requirements of the Read to Achieve law. These students should not complete a portfolio.

Date	Activity	Notes
Beginning of Year (BOY) Benchmark for mClass Reading 3D (15-day period within the first 25 days of instruction)	Component 1: Teachers conduct BOY assessments for mClass Reading 3D on each individual student.	Individual student summary reports are available at any time during the school year through the electronic system, allowing teachers to copy and place them in a portfolio folder as needed to document evidence of completion.
September–May	Teachers administer portfolio passages to selected students with an appropriate developmental reading level for the understanding and application of grade-level standards.	
September–June	Ongoing use of the problem-solving model, including progress monitoring within the instructional cycle	Problem-solving model includes problem identification, problem analysis, plan implementation (with goal setting), and plan evaluation. Evidence of progress monitoring must be documented in the portfolio through student summary reports.
January (dates vary among LEAs)	Middle of Year (MOY) assessments conducted for mClass Reading 3D.	
May–June	End of Year (EOY) assessments for mClass Reading 3D are conducted.	Individual summary sheets are placed in appropriate individual student portfolios as applicable.
Day 174 of school year (before EOG testing begins)	Teachers stop administering portfolio passages and document the names of students who have successfully completed a portfolio.	
Last 10 days of school	Students take EOG tests.	
After the administration of the EOG tests	Documentation of good cause exemptions as defined by law and involving English Learner (EL) instruction, students with disabilities, completed portfolios, SBE-approved alternative assessments, and previous retentions	
Last 10 days of school	Retest of the EOG ELA/reading assessment and/or the administration of the Read to Achieve Test	This testing is only needed for students who were not proficient on the first administration of the EOG ELA/reading assessment and do not qualify for a good cause exemption. Parents may opt out of these assessments.

Date	Activity	Notes
Mid-June–August	<p>Reading camps begin for students who have not shown proficiency with third-grade standards.</p> <p>Incomplete portfolios can be continued for students attending the reading camps.</p> <p>For students <u>not</u> attending reading camps, the opportunity to successfully complete a grade 3 reading portfolio can occur any time during the fourth-grade year.</p>	<p>Parents or guardians of students not demonstrating reading proficiency will be encouraged to enroll their students in a reading camp provided by the LEA and will make the final decision regarding their student’s reading camp attendance. Before retaining students, LEAs must provide at least one opportunity for those participating and those <u>not</u> participating in a reading camp to demonstrate reading proficiency appropriate for third-grade students on the Read to Achieve test or local alternative assessment approved by the SBE. The assessment is administered on a designated day at the end of reading camp.</p>

Students to Consider for a Portfolio Opportunity

Teachers may develop a portfolio for any student in the classroom. However, schools and districts **should particularly consider** a portfolio opportunity for those students in grade 3 who are being taught the NCSCS and are having difficulties in reading as determined by a comprehensive, balanced assessment system including formative, benchmark, and summative assessments; observations; historical data; and classroom performance. Additionally, the NCDPI recommends that retained students and EL students who have participated in EL instruction for less than two school years have a portfolio developed, even though they will qualify for a good cause exemption under separate headings.

The development of a portfolio is **OPTIONAL** for students according to the Read to Achieve law and the NCDPI guidelines. The portfolio is **NOT** mandated. Its development is an opportunity for struggling readers to build a portfolio over time. The portfolio passages should be introduced when it is determined that a student’s developmental reading level is appropriate for understanding and applying grade-level standards.

Per General Statute §115C-83.7 (b), the following students qualify for a Good Cause Exemption:

- EL students with less than two school years of instruction in an EL program
- students with disabilities, as defined in G.S. §115C-106.3(1), whose Individualized Education Programs (IEPs) indicate (1) the use of the **NCEXTEND1** alternate assessment, (2) at least a two-school-year delay in educational performance, or (3) receipt of intensive reading interventions for at least two school years
- students who demonstrate reading proficiency appropriate for third-grade students on an alternative assessment approved by the SBE

- students who demonstrate through a reading portfolio reading proficiency appropriate for third-grade students (The reading portfolio and review processes used by local school administrative units must be approved by the SBE.)
- students who have (1) received reading intervention and (2) previously been retained more than once in kindergarten, first, second, or third grades

Use of Accommodations

On a case-by-case basis where appropriate documentation exists, students with disabilities (including students receiving services under Section 504) and EL students who have participated in more than two school years of EL instruction and meet the state testing accommodations criteria, may receive testing accommodations. However, the activities in the Grade 3 Student Reading Portfolio require students to demonstrate reading ability; **therefore, reading aloud or signing/cueing the passages and/or answer choices for the portfolio invalidates the assessment’s results.** The passages must be administered as a “cold read,” meaning that a student sees the passage for the first time and reads the passage and answers the questions independently. **At no time may the teacher or another individual read a portfolio passage or answer choices to the student, assist the student with individual words, interpret meanings of words, or provide any additional assistance with reading the passage and completing the questions.** Refer to the following chart to clarify acceptable accommodations for eligible students.

Approved Accommodations for the Grade 3 Student Reading Portfolio

Accommodations	Students with Disabilities/Section 504	English Learner Students
Assistive Technology Devices	Yes	No
Braille Edition	Yes	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes	No
Dictation to a Scribe	Yes	No
Interpreter/Transliterators Signs/Cues Test	No ¹	No ¹
Large Print Edition	Yes	No
Magnification Devices	Yes	No
Multiple Testing Sessions	Yes	Yes
One Test Item Per Page Edition	Yes	No
Scheduled Extended Time	Yes	Yes
Student Marks Answers in Test Book	Yes	No
Student Reads Test Aloud to Self	Yes	Yes
Test Administrator Reads Test Aloud	No ¹	No ¹
Testing in a Separate Room	Yes	Yes
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only)	No ²	Yes ²

¹ Reading aloud or signing/cueing the passages and answer choices from the Grade 3 Student Reading Portfolio invalidates the results from the assessment.

² Available only for EL students who scored below Level 5.0 Bridging on the most recent administration of the reading subtest of the ACCESS for ELLs®2.0.

Instructional Passages

Assessment passages cannot be used for instruction. However, the NCDPI encourages teachers to use the instructional portfolio passages as formative assessments to drive and inform instruction on the standards. Included in the portfolio are passages clearly marked for instructional use only. Teachers can use the instructional passages to model and teach whole- or small-group lessons. The designated instructional passages **cannot** be used for assessment purposes.

The NCDPI requires districts to follow these guidelines when using instructional passages:

- Instructional passages must not be completed as homework assignments or outside of the classroom.
- Parents may view the instructional passages **only** within the school setting. The teacher may share with parents the standards and the student’s scores on the standards through customary communication (i.e., individual parent/teacher conferences at the school).
- All completed copies of the instructional passages/questions may be kept in the student’s portfolio, but scores are not to be included on the Student Score Summary Sheet. These copies should be clearly identified as INSTRUCTIONAL USE ONLY.
- Instructional passages must not be used as evidence of proficiency on the thirty-six (36) completed passages. Instructional passages cannot be used as an example of mastery for any of the twelve (12) standards.

Administering the Portfolio Assessment Passages

Teachers have passages for each standard that are designated for individual student assessments. The administration of these passages should match instruction on the standard and match the “readiness” of a student to take a passage. These passages are intended to ensure students are assessed on a cold read of a selection. A cold read is when the student sees the passage for the first time and reads the passage and answers the questions independently. **Students should not be instructed on these selections before being assessed.**

After a student or a small group attempts a passage, the teacher can go over the passage with the student(s). The teacher can use the results to inform and guide instruction for the standard. The passages and the student’s responses may be viewed by the parents only within the school setting through customary communication (i.e., individual parent/teacher conferences at the school). The NCDPI recommends **that students attempt only two passages per week**. Students who exhaust all the passages in a standard may start over again in reading camp or in a 3/4 transitional or grade 4 accelerated class. They may not start over with passages in a standard within the same school year. If a student is having difficulty with a particular standard and has not been successful on three (3) consecutive passages, then the administration of passages on that standard should stop until instruction is delivered for at least ten (10) days. After ten (10) days of instruction on the standard, the teacher can administer passages from the standard; but if a student is again unsuccessful on three (3) consecutive passages, then the above rule must be followed.

The reading passages included in the Grade 3 Student Reading Portfolio

- must be conducted in a classroom setting during the school year,
- must be administered as a “cold” read, and
- must **not** be completed as a homework assignment or outside the classroom (only students who have the *Testing in a Separate Room* accommodation are allowed to complete the passages outside the classroom setting).

The teacher should have access to the portfolio before administering passages to students so he/she can become familiar with the format and the standards assessed.

The **teacher** should have the discretion to choose

- which passage to administer to each student,
- when to provide the opportunity to each student, and
- which students are ready to attempt a passage. Each administration date must be recorded on the actual passage **and** on the recording sheet.

The portfolio should represent the student’s reading mastery of standards over a period of time; therefore, the teacher has many options regarding when and how the students read the passages and respond to the questions. **At no time may the teacher or another individual read a portfolio passage or answer choices to the student, assist the student with individual words, interpret meanings of words, or provide any additional assistance with reading the passage and completing the questions.**

The order or sequence in which the passages are administered should be determined by the teacher. The sequence of passages may vary between schools and/or classrooms within a school. One way to schedule the passages is to match the standard being emphasized in weekly lesson plans with the passage(s) that contain questions most related to the standard being taught. Based on the student’s needs, the teacher should decide when the student will independently read the passages. Given that students are likely to be ready at different times for different standards, instruction in the classroom should **never** stop for the administration of the portfolio passages. Because the passages **are not** standardized tests, they should be given throughout the day as independent reading assignments during center work stations, morning work time, or at a time the teacher designates.

Portfolio Procedures

Collecting Evidence: The student’s primary reading teacher is responsible for collecting evidence for the student’s reading portfolio. Teachers are encouraged to review and analyze multiple forms of data when making decisions about instruction and collecting evidence. However, the following two components are integral elements of Read to Achieve and include what should be collected and housed in the portfolio to show evidence of completion.

Component 1: Evidence of Benchmarking and Progress Monitoring in mClass Reading 3D

- Teachers should print student summary pages that include benchmarking and progress-monitoring scores for mClass Reading 3D and place the summary sheets in the individual student portfolio.

Component 2: Evidence of Proficiency on Completed Portfolio Passages

- All attempted passages' results must be contained in the portfolio. The completed passages cannot be sent home in folders for parents to view; however, parents are allowed to view and discuss passages during parent conferences in the school. The reading passages and questions must be completed in **untimed classroom settings** during the school year. As long as students are engaged and working, they must be given as long as they need to read the passage independently and answer the accompanying questions. If a student takes longer than thirty (30) minutes to complete a passage, then the teacher should review classroom data to see if the student is developmentally ready in his/her reading skill development to attempt a passage. Students who have not achieved a developmental reading skill level that allows them to understand and apply the standards will become frustrated and will not perform well on the portfolio passages. The use of a comprehensive, balanced assessment system; observations; historical data; and classroom performance will inform teachers as to which students are ready to attempt passages. Teachers should be given total discretion as to when individual students attempt a passage.

Open communication with parents is encouraged. If a student is not ready to attempt passages, the teacher should inform parents that the portfolio is not currently recommended for the student and attempting the passages would just cause frustration and anxiety.

Storing Materials: All copies of passages, questions, Student Score Summary Sheets, and other portfolio materials that are not in use must be kept in the school in a secure facility that is not accessible to students. During times of the year when portfolios are not in use (e.g., while the student is tracked-out in a year-round school), the portfolios should also be kept in the school in a secure facility that is not accessible to students.

Administering Portfolio Passages: The teacher may discuss the multiple-choice format and explain how to respond before the students begin to read the passage. The teacher may also answer questions about the directions, but he/she may not read the passage or explain the meaning of words in the passage. Students are not allowed to use dictionaries or other aids to assist them in defining the words. (Only EL students who have scored below Level 5.0 Bridging on the most recent administration of the reading subtest of the ACCESS for ELLs® 2.0 are eligible to use a Word-to-Word Bilingual [English/Native Language] Dictionary/Electronic Translator.)

Scoring: The answer keys for the reading passages will be provided to each school. Teachers working directly with the portfolio are the only ones who should have access to the answer keys. The student's primary reading teacher is responsible for scoring the portfolio passages.

The answer key lists the standards assessed and the correct response for each question. In order to demonstrate mastery of each standard, a student is required to complete a minimum of three (3) passages per standard with a combined score of 70 percent or higher. (When the total of correct answers from three selections equals eleven (11) or greater [i.e., at least 11 out of 15], the student has met the standard.) Because there are several passages for each standard, a student who is not successful on one passage does have other opportunities to show proficiency for a standard. As a reminder, when answer keys are not in use, they must be stored in a secure location in the school.

Reporting Possible Errors in the Portfolio: Possible errors in the portfolio should be reported to the appropriate staff, either by face-to-face conversation or a phone call. The portfolio passages, questions, answer choices, or portions of the passages, questions, or answer choices **must not** be sent via e-mail. E-mail is not considered a secure means of transferring information. To report a possible error in the portfolio, teachers should notify the school test coordinator with the information. The school test coordinator will contact the LEA test coordinator. If the question/concern cannot be resolved locally, the LEA test coordinator will notify the Regional Accountability Coordinator (RAC), who in turn will contact the NCDPI Testing Program. The NCDPI will review all reports the LEA/charter submits.

Collecting and Recording Evidence of Student Mastery

The primary reading teacher must keep a record in the student’s portfolio of the student’s mastery of each of the reading standards. Score Summary Sheets are provided for the teacher to record passages attempted, the date of the opportunity, and the appropriate scores for each passage. Portfolios may be stored in the teacher’s classroom, but they must be kept in a secure location, such as a file cabinet or file storage box, that is not accessible to students.

Recording Mastery for Students Who Will Be Recommended for Promotion

Score Summary Sheets **must** be completed for each student who is to be recommended for promotion based on the results of the Grade 3 Student Reading Portfolio. All attempted and dated passage answer sheets must be kept in the reading portfolio along with the Score Summary Sheets.

Second Reading of Responses

Each student who will be recommended for promotion must have his/her responses scored by the primary reading teacher and the scores verified by another instructional staff member. The verification is conducted to confirm the accuracy of the primary scores for each passage. The verification process should occur when the student has completed the portfolio.

Evidence of Component 1 (student summary pages from mClass Reading 3D) and Component 2 (passage answer sheets attempted and scored) is placed in a portfolio folder within the student’s cumulative folder. Component 2 attempts and results must be documented on the Score Summary Sheets. A copy of the Score Summary Sheets is to be forwarded to the principal along with a Promotion Recommendation Form (see Appendix D).

Recommending Students for Promotion

A Promotion Recommendation Form (see Appendix D) must be completed for each student recommended for promotion to grade 4 based on his/her portfolio results and evidence. For a student thus promoted to grade 4, specifically by a good cause exemption, the recommendation must be

- 1) made by the reading teacher;
- 2) verified by a second reader (instructional staff member); and
- 3) certified by the principal.

The student’s primary reading teacher must complete the following section of this form:

- documentation of evidence of Component 1
- documentation of Component 2 that demonstrates mastery of the Grade 3 NCSCS, indicating that the student has demonstrated overall proficiency on at least three (3) passages for each of the twelve (12) standards

The principal receives and signs each individual Promotion Recommendation Form. **After the principal signs the Promotion Recommendation Form** verifying the student qualifies for a good cause exemption, the actual passages and answer sheets can be removed from the individual student portfolio folder and securely destroyed. The principal must place the student's name on the Proficiency Form (Appendix E) for his/her school. The Proficiency Form is a compilation of all third-grade students in the school who show proficiency through an alternate pathway other than the EOG test. The Proficiency Form must be sent to the superintendent (or designee) for his/her signature.

Evidence in the student's cumulative record verifying a completed portfolio must include

1. a copy of the individual Student Summary Report from Reading 3D (includes progress monitoring),
2. a copy of the individual Promotion Recommendation Form, and
3. a copy of the individual student Score Summary Sheets for all passages attempted.

Incomplete Portfolios

If a student does not complete the recommended number of passages allowing promotion during his/her third-grade school year, the incomplete portfolio contents can follow the student to reading camp and into a 3/4 transitional or accelerated fourth-grade class the following year. Districts are responsible for devising a system to transfer partially completed portfolios to the students' reading camps.

Note: The opportunity to complete the grade 3 reading portfolio can only occur during reading camp. For students not attending reading camps, the opportunity to successfully complete a grade 3 reading portfolio can occur any time during the fourth-grade year.

Appendix A

Good Cause Exemptions

General Statute §115C-83.7(b) reads, “Students may be exempt from mandatory retention in third grade for good cause, but shall continue to be eligible to participate in reading camps, receive instructional supports and services and reading interventions appropriate for their age and reading level. Good cause exemptions shall be limited to the following:

1. English Learner (EL) students with less than two school years of instruction in an EL program.
2. Students with disabilities, as defined in G.S. §115C-106.3(1), whose individualized education program indicates (1) the use of the **NCEXTEND1** alternate assessment, (2) at least a two-school-year delay in educational performance, or (3) receipt of intensive reading interventions for at least two school years.
3. Students who demonstrate reading proficiency appropriate for third-grade students on an alternative assessment approved by the State Board of Education.
4. Students who demonstrate through a student reading portfolio reading proficiency appropriate for third-grade students. Student reading portfolio and review processes used by local school administrative units shall be approved by the State Board of Education.
5. Students who have (1) received reading intervention and (2) been previously retained more than once in kindergarten, first, second, or third grades.”

Appendix B

Student Portfolio Components

To be considered complete and accepted as meeting the Grade 3 Student Reading Portfolio option for demonstrating mastery of the required reading skills, the student portfolio must contain the following:

- Evidence of the two components
 - Component 1: Evidence of completion of benchmarking and progress-monitoring measures using the mClass Reading 3D formative, diagnostic assessment system. Hard copies of individual student summary pages may be used for this evidence.
 - Component 2: Evidence of proficiency on thirty-six (36) completed passages. A minimum of three (3) examples of mastery for each of the twelve (12) standards must be provided.
- Specific information for Component 2
 - Evidence must be an accurate picture of the student’s ability and include only student work that has been produced independently in the classroom (unless student requires the *Testing in a Separate Room* accommodation).
 - Evidence must be obtained through a cold read.
 - Evidence must be selected from the designated passages by the student’s **teacher**.
 - Evidence must be kept in a secure facility.
 - Attempts and results must be documented on the Score Summary Sheets.
 - The student’s responses in the completed portfolio must be verified by another instructional staff member.
- The *Promotion Recommendation Form* must be completed and signed by (1) the primary reading teacher, (2) the instructional staff member who verified the student’s responses, and (3) the principal verifying that the portfolio is an accurate assessment of the required reading skills.

Appendix C

North Carolina *Standard Course of Study*

Third-Grade Reading Standards

- 3.RL.1**—Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2**—Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.RL.3**—Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- 3.RL.4**—Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 3.RL.5**—Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- 3.RL.6**—Distinguish their own point of view from that of the narrator or those of the characters.
- 3.RL.7**—Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 3.RL.8**—(Not applicable to literature)
- 3.RL.9**—Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- 3.RL.10**—By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- 3.RI.1**—Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2**—Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RI.3**—Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

3.RI.4—Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.RI.5—Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

3.RI.6—Distinguish their own point of view from that of the author of a text.

3.RI.7—Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

3.RI.8—Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

3.RI.9—Compare and contrast the most important points and key details presented in two texts on the same topic.

3.RI.10—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

3.L.4a—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.

3.L.5a—Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Appendix D

Promotion Recommendation Form

All information must be completed and all supporting documentation must be included in the student portfolio housed in the cumulative record.

Component 1: Student Summary Sheet – benchmarking and progress-monitoring results from mClass Reading 3D.

Component 2: A minimum of three (3) examples of mastery for each of the twelve (12) standards must be provided. Student work must be independently produced in the classroom.

The signatures of the primary reading teacher, the instructional staff member who verified the student responses, and the principal certify the portfolio contents as an accurate assessment of the NCSCS required reading skills.

School Name: _____ School Number: _____ Date: _____

Student Information:

Student's Name (first name, MI, last name): _____

PowerSchool Student Number: _____

Accommodations for Students with Disabilities, Section 504 Plan, and English Learner (EL) Students:

All required accommodations were provided Yes No

Component 1: Student Summary Sheet: Reading 3D Yes No

Component 2: Documentation to demonstrate mastery of the Grade 3 NCSCS Reading Standards – Verification of 36 proficient passages (3 passages for each of twelve standards) is documented on the Student Score Summary Sheet located in the student cumulative folder Yes No

Required Signatures:

<p>Primary Reading Teacher's Name: _____ (print first and last name)</p> <p>Primary Reading Teacher's Signature: _____</p> <p>Recommend Student for Promotion: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal's Name: _____ (print first and last name)</p> <p>Principal's Signature: _____</p> <p>Recommend Student for Promotion: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Verification Staff Member's Name: _____ (print first and last name)</p> <p>Verification Staff Member's Signature: _____</p> <p>Recommend Student for Promotion: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

Appendix F

Teacher Signature Sheet

Ethical practices for providing students with the North Carolina Grade 3 Student Reading Portfolio include but are not limited to (1) ensuring all students in grade 3 who are having difficulties in reading are provided a portfolio opportunity; (2) informing students about the portfolio passages and why they are important; (3) informing students and parents how the passages and results will be used; (4) preparing the students and encouraging them to read the passages independently, respond to all passage items, and to try to do their best; and (5) sharing the results of the passages along with any available interpretation of the scores with students and parents within the allotted timelines. In addition, the importance of maintaining the security of the passages at all times must be stressed. Ethical practices ensure validity of the results.

Administering the passages should be conducted in a fair and ethical manner, which includes:

Security

- assuring adequate security of the portfolio materials before, during, and after the administration and during scoring
- assuring student confidentiality

Preparation

- attending training on appropriate administration practices and procedures
- providing students with an appropriate atmosphere for the administration

Administration

- following the local policy for the implementation of fair and ethical administrations
- assuring the portfolio passages are administered when the student’s developmental reading level is appropriate for the understanding and application of grade-level standards

Scoring, Analysis and Reporting

- interpreting assessment results to the appropriate audience
- providing adequate data analyses to guide curriculum implementation and improvement

School Name

Printed Teacher Name

Teacher Signature

Date

